Departmental/Program Assessment Plan
Program Learning Goals, Student Learning Objectives, and Outcome Measures

Program level assessment of student learning determines whether students have acquired the specific skills, knowledge, and competencies associated with their program of study. An effective assessment plan allows faculty to evaluate whether students are meeting learning goals, yields data on the impact of curriculum and how it is taught, and guides decisions on how to improve student achievement.

Use this template to help document and review program goals, learning objectives, learning opportunities, assessment measures, and plans for data collection and analysis. Further guidance is available on PrideNet Academics>Institutional Research>Program Assessment

School	PEPSL
Department	ESAT
Program/Concentration	MSAT
Program Coordinator for this program	Jessica Barrett
Department Chair/s	Liz Mullin
Date updated/submitted	May 2021

SHORT and LONG-RANGE TIMELINE. Faculty should form task groups to work on each part and work on assessment should be ongoing through the year. Objectives may be reviewed on a rotating cycle; not every goal must be assessed every year. The timeframe for assessing each objective should be developed to allow us to prepare for our next NECHE self-study. All departments must submit program goals and corresponding student learning outcomes as part of their report to their deans, due annually on June 15. Assessment plans for collecting data and closing the loop may be preliminary, but should define a plan for completion of these activities.

SHORT and LONG-RANGE TIMELINE.

1. Data are collected at the **end of each semester** for the following assessment measures:
    a. Preceptor's evaluation of student performance in clinical coursework (mean cohort score).
    b. Preceptor's evaluation of student professional behaviors in clinical coursework (mean cohort score).
    c. Final grade for each clinical course (mean cohort score).
2. Data are collected at the **end of the appropriate semester** to capture data pertaining to specific assignments within courses
    a. Course specific assignments noted below
3. Data are collected **May-August** for the following assessment measures
    a. Alumni Surveys (2-year intervals by cohort, beginning 2 years after the first-class graduates)
    b. Employer Surveys (2-year intervals by cohort, beginning 2 years after the first-class graduates)

      c. CAATE® Analytics
4. BOC® Pass Rates are published and analyzed in **September**
5. Findings are shared with ATRN Faculty, Department Chair and reported to the CAATE ® in **October of each year**.
6. Faculty review findings and make recommendations for improvement/changes as needed which are then implemented.
7. Assessment Plan is included in Program Assessment Report for the College in the following **June of each year.**

Checklist of Assessment Process:

__ Assign leads to Part I and Part II (August)
__ Meet with Dean to determine calendar of activity (September)
__ Determine which goals were being assessed this cycle (September)
__ Review program learning goals with department members (September/October)
__ Review student learning objectives with department members (October)
__ Review curriculum mapping process and responsibilities with department members (October/November)
__ Gather assessment data (December through May)
__ Assess outcome(s) for the year (May)
__ Discuss results of assessment with department members and Dean (June)
__ Develop an action plan for continuous improvement (June)
__ Attach to this report, assessment measures used for objectives, including both formative and summative, as well as how they were assessed (June 15)

Part I (Goals and Outcomes)	**Lead people:** Jessica Barrett and Mary Barnum All athletic training faculty and graduate teaching fellows are involved, at some level, in developing the program outcomes and goals. A full review and revision of the plan occurs when the program is undergoing a self-study for accreditation, when the accrediting body publishes new educational standards and when changes are made to the curriculum. Additional changes may occur based on trends identified when examining our yearly program assessment findings.
Part II (Mapping and Assessment)	**Lead people:** Jessica Barrett and Mary Barnum All athletic training faculty and graduate teaching fellows are involved, at some level, in developing the curriculum map and assessment. A full review and revision of the curriculum map occurs when the program is undergoing a self-study for accreditation, when the accrediting body publishes new educational standards and when changes are made to the curriculum. Additional changes may occur based on trends identified when examining our yearly program assessment findings.

Part I PROGRAM LEARNING GOALS AND OBJECTIVES

a) **PROGRAM LEARNING GOALS:** (minimum of 3-4 goals recommended) Program goals describe broad learning objectives and concepts (what you want students to learn) expressed in general terms (e.g., clear communication, problem-solving skills, etc.).

b) **STUDENT LEARNING OBJECTIVES:** (minimum of 2-4 outcomes per goal recommended) Goals are too general to guide assessment and planning; therefore Student Learning Objectives (SLOs) are developed to make goals measurable. SLOs are clearly articulated and widely communicated statements describing all of the specific knowledge, skills, and abilities that all students completing an educational program should achieve, and can reliably demonstrate at the end of the program. Effective SLOs are measurable and reflect broader program goals. A distinct set of SLOs should be created.

For consideration: TEACHING METHOD: For each Goal, consider one or two teaching methods you use to ensure that they create a learning environment that will support the SLOs. For example, if students are to "identify" or "name", an appropriate method for that objective should be included after the stated Program Learning Goal. You do not need to include this description in the form.

Program Learning Goals (3-4 minimum)	Student Learning Objectives (2-4 minimum per goal)	Next analysis year for each objective
1. To prepare students to successfully earn the athletic training credential granted by the Board of Certification© for the Athletic Trainer and transition into professional practice as evidence-based health care providers.	a. **SLO1:** obtain the Board of Certification© Certified Athletic Trainer credential. b. **SLO2:** obtain employment as an athletic trainer and/or pursue advanced specialization c. **SLO 3:** utilize a patient-centered approach to health care with an appreciation for interprofessional collaboration. d. **SLO4:** evaluate and incorporate evidence into their clinical practice and utilize best practices to provide safe, effective health care.	Year 2
2. To develop the student's critical thinking skills to effectively engage in scholarly inquiry, life-long learning, reflective practice, and clinical reasoning.	a. **SLO4:** evaluate and incorporate evidence into their clinical practice and utilize best practices to provide safe, effective health care. b. **SLO5:** utilize the scientific process of discovery, critical thinking, and analysis to conduct scholarly inquiry to promote lifelong learning. c. **SLO6:** engage in thoughtful reflection to advance and refine the application of patient-centered care.	Year 1

3. To foster leadership and service within the community, informed by the Humanics philosophy.	**SLO7:** Engage in acts of service and leadership to the athletic training profession and community at large.	Year 3

Part II Mapping and Assessment

2. LEARNING OPPORTUNITIES.

Use a "curriculum map" (see below) to illustrate which courses and requirements help students meet the intended objectives. Initially, identify the courses in which each of the SLOs are covered in the curriculum; this can be indicated with an X. If possible, it may be helpful to identify the extent to which the SLO is covered in each course. Ideally, the program will introduce students to each outcome early in the program (indicated by an "I" on the curriculum map). The outcomes are then reinforced and students practice throughout the program ("R"). Near the end of the program, students can demonstrate mastery ("M") and the program collects evidence of that learning ("A"). *Tip: When possible and appropriate, include the type of assignment/activity associated with the learning outcome.* **You may add additional columns or rows if needed**.

Curriculum Map

STUDENT LEARNING OBJECTIVES (Minimum of 6)

Courses/Requirements	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7
ATRN 504 (Prev.)	I	I	I	I	I	I	I
ATRN 550 (Behav. Hlth.)	I	I	I	I	I	I	I
ATRN 616 (T.I.)	I	I	I	I	I	I	I
ATRN 624 (Clinic. Px.)	I	I			I	I / A	I
ATRN 628 (EBP)	I	I		I	I	R	I
ATRN 630/31 (MSK LE)	I	I	I	I	I	R / A	R
ATRN 632/33 (MSK UE)	I	I	I	I	I	R / A	R
ATRN 634/35 (MSK Sp)	I	I	I	I	I	R / A	R
ATRN 668/69 (MSK GM)	I	I	I	I	I	R / A	R
ATRN 660 (Admin.)	M	I	R	R	R	M	M
ATRN 662 (Sem. 1 – QI)	M	I	I	R	R		M
ATRN 664 (Sem. 2 – leader/advocate)	M	I	I	R	R		M
ATRN 670 – Practicum I	I	I	R	R	I	R	R
ATRN 672 – Practicum II	I	I	R	R	I	R	R
ATRN 674 – Practicum III	I	I	R	R	I	R	R
ATRN 676 – Practicum IV	R /A	R /A	M / A	M / A	M	M / A	M
ATRN 678 – Practicum V	R /A	R /A	M / A	M / A	M	M / A	M
ATRN 680 – Practicum VI	R /A	R /A	M / A	M / A	M	M / A	M
ATRN 690 (Capstone)	IR / A	I	I	M / A	M / A	I	I

(* Required activities or experiences not associated with a particular course. Examples: national licensure exam; presentation at department symposium; service learning; comprehensive exam; dissertation; exit interview). Use Key:

I = introduced
R = reinforced/practiced
M = mastery at the senior level or graduate level
A = evidence collected and analyzed

4. **ASSESSMENT METHODOLOGY**: Systematic measurement of the extent to which student learning outcomes are being achieved, making use of direct measures and sound reasoning. Not every goal and learning outcome needs to be assessed every year. Departments are required to formulate a plan for collecting and analyzing data. The plan will be implemented in 2022-23.

   a) **Assessment/Criterion** Each department will select and develop **assessment** methods that are appropriate to departmental goals and objectives. These methods should balance direct and indirect measures, and align with learning outcomes. Examples of **direct** measures include specific aspects or elements of standardized exams, capstone projects, essays and/or presentations scored by a rubric. **Indirect** measures include specific items or questions from self-report surveys and interviews. Describe the assessment measure and categorize each as direct and indirect. Indicate the **criterion** for success (e.g. 75 % of students scoring greater than a score of X on the rubric for the capstone project).

   b) **Results** Departments will develop a plan for collecting and reporting high quality outcomes data to assess the extent to which students are meeting outcomes. Data will be collected on a regular basis as determined by Springfield College and accrediting organizations, where required. Data results will be summarized in the chart. Extended reports may be attached as an addendum.

   c) **Action** Departments will develop a plan for data analysis. Data will be analyzed to determine if the current plan is achieving desired students outcomes and to inform action plans designed to improve outcomes. You may add additional tables for more outcomes if needed.

Program Goal:	To prepare students to successfully earn the athletic training credential granted by the Board of Certification© for the Athletic Trainer and transition into professional practice as evidence-based health care providers.
Student Learning Objective #1:	**SLO1:** obtain the Board of Certification© Certified Athletic Trainer credential.
Formative Assessment/Criterion *Note D/I (Direct/Indirect)*	In development.
Results:	In development.
Action:	In development.
Summative Assessment/Criterion *Note D/I (Direct/Indirect)*	**BOC® 3 Year Aggregate** • **First Time & Overall Pass Rates** • **Domain Performance Scores** **Criterion 1 (direct):** Cohort scores will be at or above the national first-time passing rate and the national overall passing rate as reported by the BOC®. **Criterion 2 (direct):** Cohort scores will be at or above an internal benchmark of 90% for first time passing rates and of 100% for overall passing rates. **Criterion 3 (direct):** Cohort scores from the most recent reporting period will be at or above the national average for first time candidates for percentage of correct (average score) responses in each Domain Category as reported by the BOC®.
Results:	Criterion 1, 2 & 3 will be assessed following the test taking by the first MSAT cohort. Graduation of the first cohort occurs following successful completion of the Spring 2024 semester. Students will take the BOC exam in either the Spring 2024 semester or in the summer following graduation.
Action:	N/A

Program Goal:	To prepare students to successfully earn the athletic training credential granted by the Board of Certification© for the Athletic Trainer and transition into professional practice as evidence-based health care providers.
Student Learning Objective #2:	**SLO2:** obtain employment as an athletic trainer and/or pursue advanced specialization
Formative Assessment/Criterion Note D/I (Direct/Indirect)	**Preceptor Evaluation of Student Performance (direct)** 100% of students enrolled in clinical coursework will earn a mean score of 80% or higher on preceptor evaluations in clinical coursework in ATRN 676, 678 and 680 courses, indicating preparation to transition into professional practice as evidence-based health care providers.
Results:	Will be assessed following the completion of ATRN 676 which takes place in summer 2023 and ATRN 678 and 680 which take place in Fall 2023 and Spring 2024.
Action:	N/A
Summative Assessment/Criterion Note D/I (Direct/Indirect)	**(indirect): Cohort placement** statistics will fall within the highest percentage ranking as reported by the CAATE® Analytics Report for employment into athletic training positions post-graduation.
Results:	Will be assessed following the graduation of the first MSAT cohort. Graduation of the first cohort occurs following successful completion of the Spring 2024 semester though their employment decisions may not be made until the summer for fall of 2024.
Action:	N/A

Program Goal:	To prepare students to successfully earn the athletic training credential granted by the Board of Certification© for the Athletic Trainer and transition into professional practice as evidence-based health care providers.
Student Learning Objective #3:	**SLO 3:** utilize a patient-centered approach to health care with an appreciation for interprofessional collaboration.
Formative Assessment/Criterion *Note D/I (Direct/Indirect)*	**Preceptor Evaluation of Student Performance (direct)** 100% of students enrolled in clinical coursework will earn a mean score of 80% or higher on preceptor evaluations in clinical coursework in ATRN 676, 678 and 680 courses indicating ability to utilize a patient-centered approach to health care and an appreciation for interprofessional collaboration.
Results:	Will be assessed following the completion of ATRN 676 which takes place in summer 2023 and ATRN 678 and 680 which take place in Fall 2023 and Spring 2024.
Action:	N/A
Summative Assessment/Criterion *Note D/I (Direct/Indirect)*	**Alumni survey (indirect) 2-year post graduation:** **75%** of graduates responding to the survey will rate *their ability to provide a quality patient-centered approach to health care and engage in interprofessional collaboration* **as higher or significantly higher** than co-workers with similar years of experience. **Employer Survey (indirect) 2-year post graduation**: 75% of the employers surveyed will the rate *the employee's ability to provide a quality patient-centered approach to health care and engage in interprofessional collaboration by* our graduates as the **same or higher** *when compared to employees with similar years of experience.*
Results:	Will be assessed 2 years after the graduation of the first MSAT cohort. Graduation of the first cohort occurs following successful completion of the Spring 2024 semester.
Action:	N/A

Program Goal:	To prepare students to successfully earn the athletic training credential granted by the Board of Certification© for the Athletic Trainer and transition into professional practice as evidence-based health care providers.
Student Learning Objective #4:	**SLO4:** evaluate and incorporate evidence into their clinical practice and utilize best practices to provide safe, effective health care.
Formative Assessment/Criterion *Note D/I (Direct/Indirect)*	**Capstone Research Project (direct).** The mean cohort score for performance on the capstone research project will **be at or above 85%.** **Preceptor Evaluation of Student Performance (direct)** 100% of students enrolled in clinical coursework will earn a mean score of 80% or higher on preceptor evaluations in clinical coursework, ATRN 676, 678 and 680, indicating ability to evaluate and incorporate evidence into their clinical practice and utilize best practices to provide safe, effective health care.
Results:	**Capstone Research** Will be assessed following the completion of ATRN 690 which takes place in Spring 2024. **Preceptor Evaluation** Will be assessed following the completion of ATRN 676 which takes place in summer 2023 and ATRN 678 and 680 which take place in Fall 2023 and Spring 2024.
Action:	N/A
Summative Assessment/Criterion *Note D/I (Direct/Indirect)*	**Alumni surveys (indirect): 2-year post graduation: 75%** of graduates responding to the survey will rate *their ability to evaluate and incorporate evidence into their clinical practice and utilize best practices to provide safe, effective health care* **as higher or significantly higher** than co-workers with similar years of experience.
Results:	Will be assessed 2 years after the graduation of the first MSAT cohort. Graduation of the first cohort occurs following successful completion of the Spring 2024 semester.
Action:	N/A

Program Goal:	To develop the student's critical thinking skills to effectively engage in scholarly inquiry, life-long learning, reflective practice, and clinical reasoning.
Student Learning Objective #5:	**SLO5:** utilize the scientific process of discovery, critical thinking, and analysis to conduct scholarly inquiry to promote lifelong learning.
Formative Assessment/Criterion *Note D/I (Direct/Indirect)*	**Capstone Research Project (direct).** The mean cohort score for performance on the capstone research project will **be at or above 85%.**
Results:	Criterion 2 will be assessed following the completion of ATRN 690 which takes place in Spring 2024.
Action:	N/A
Summative Assessment/Criterion *Note D/I (Direct/Indirect)*	**MSK – Case Study Assignments (direct)** The mean cohort score for performance on each of the 3 MSK Case Study Assignments will **be at or above 85%.** *(ATRN 630 – MSK 1, ATRN 632 – MSK 2, ATRN 634- MSK 3)*
Results:	The mean cohort score for performance on each of the 3 MSK Case Study Assignments was **at or above 85%.**
Action:	No action steps have been developed yet due the small sample size of MSAT students who have participated in these courses. This year marks the conclusion of the first year of the professional phase for our program. We will continue to monitor this trends.

Program Goal:	To develop the student's critical thinking skills to effectively engage in scholarly inquiry, life-long learning, reflective practice, and clinical reasoning.
Student Learning Objective #6:	**SLO6:** engage in thoughtful reflection to advance and refine the application of patient-centered care.
Formative Assessment/Criterion *Note D/I (Direct/Indirect)*	**ATRN 624 - Self Reflection Assignment (direct).** The mean cohort score for performance on the self-reflection assignment will **be at or above 85%.**
Results:	The mean cohort score for performance on the self-reflection assignment was at or above 85%.
Action:	No action steps have been developed yet due the small sample size of MSAT students who have participated in these courses. This year marks the conclusion of the first year of the professional phase for our program. We will continue to monitor this trend.
Summative Assessment/Criterion *Note D/I (Direct/Indirect)*	**Criterion 1: Alumni surveys (indirect):** **2-year post graduation: 75%** of graduates responding to the survey will rate *their ability to engage in thoughtful reflection to advance and refine the application of patient-centered care* **as higher or significantly higher** than co-workers with similar years of experience. **Criterion 2: Preceptor Evaluation of Student Performance (direct)** 100% of students enrolled in clinical coursework will earn a mean score of 80% or higher on preceptor evaluations in clinical coursework, ATRN 676, 678 and 680, indicating ability to engage in thoughtful reflection to advance and refine the application of patient-centered care.
Results:	Criterion 1 will be assessed 2 years after the graduation of the first MSAT cohort. Graduation of the first cohort occurs following successful completion of the Spring 2024 semester. Criterion 2 will be assessed following the completion of ATRN 676 which takes place in summer 2023 and ATRN 678 and 680 which take place in Fall 2023 and Spring 2024.
Action:	N/A

Program Goal:	To develop the student's critical thinking skills to effectively engage in scholarly inquiry, life-long learning, reflective practice, and clinical reasoning.
Student Learning Objective #7:	**SLO7:** Engage in acts of service and leadership to the athletic training profession and community at large.
Formative Assessment/Criterion *Note D/I (Direct/Indirect)*	**Criterion 4: Professional Development Activity (indirect):** All students, regardless of cohort, will participate in acts of professional development, leadership and/or community service at least 1 time per year.
Results:	2 of 3 students attended the EATA conference in Boston in January 2023 an act of professional development. 3 of 3 students within the cohort attended AT club fundraising and initiatives acts of leadership and community service.
Action:	No action steps have been developed yet due the small sample size of MSAT students who have participated in these courses. This year marks the conclusion of the first year of the professional phase for our program. We will continue to monitor this trend.
Summative Assessment/Criterion *Note D/I (Direct/Indirect)*	**Criterion 1: Alumni survey (indirect):** **2-year post graduation.** 75% of alumni in each cohort will list at least (1) example of community service and/or leadership activities. **Criterion 2: Employer Survey (indirect):** **2-year post graduation Survey.** 75% of the employers surveyed will rate our graduates' frequency of acts of service and leadership as the "same" or "higher" when compared to employees with similar years of experience. **Criterion 3: Senior Exit Surveys (indirect):** 75% of graduates will "agree" or "strongly agree" with the statement: *I intend on taking on some form of leadership role within the athletic training profession.* 75% of graduates will "agree" or "strongly agree" with the statement: "*I am committed to providing service to others through community and or professional volunteerism."*
Results:	1. & 2. will be assessed 2 years after the graduation of the first MSAT cohort. Graduation of the first cohort occurs following successful completion of the Spring 2024 semester. 3. will be assessed following the completion of the program in the Spring 2024.
Action:	N/A

Tips for completing template:

- The program may need up to one year to develop or revise the program's mission/goals and intended SLOs, but once the mission, goals, and outcomes are established, they will not frequently change.
- Aim for a minimum of 3-4 program goals, and 2-4 objectives per goal. Each concentration should have distinct SLOs.
- When writing the student learning objectives, rely on verbs to describe what the students should be able to do, not what the faculty members will "cover."
- Be sure to align the goals, outcomes, measures, and actions to improve learning objectives.
- A good strategy is to first assess an objective for which the department/program has evidence already available (e.g., choose to assess students' writing ability first because students already write reports in a required course and a rubric to evaluate writing already exists).
- Divide the workload: have different teams (2-3 faculty members per team) responsible for taking the lead in each assessment activity.
- Remember, you do not need to assess all goals or objectives every year.

Appendices:

Please attach sample assessment tools to this report. These may include assignment prompts and associated rubrics, surveys sent to students as indirect assessments, or other tools used to gather direct or indirect evidence of student learning.

NECHE Series E Form: (Will be needed for June 2025)

NECHE requires that we complete the following form for all programs to ensure that we are meeting the needs of the students. Please use the information from above to provide a representative picture of the assessment efforts for your program or department. By completing this form, you are providing us with information that will be critical at our 5 and 10 year intervals for our NECHE review. More importantly, by filling this out, it provides the department with a quick snapshot of assessment efforts and allows for an easy dashboard of information to help inform discussions about assessment at the institution.

(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate:

(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination):

(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee):

(4) What changes have been made as a result of using the data/evidence?

(5) Date of most recent program review (for general education and each degree program):